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**PROFESSIONAL LEARNING COMMUNITY, TEACHERS' SELF-
EFFICACY TOWARDS TEACHER JOB SATISFACTION
AMONGST TEACHERS IN PHYSICAL EDUCATION IN IRAQ**



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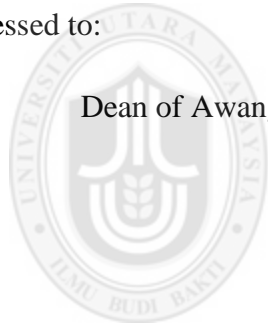
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Abstrak

Teori kepuasan kerja menyarankan bahawa kepuasan kerja adalah hasil kejayaan seseorang melaksanakan kerja yang ditetapkan, manakala teori efikasi sendiri pula menegaskan bahawa kejayaan seseorang dalam melaksanakan tugasnya adalah kerana mempunyai tahap efikasinya yang tinggi, dan untuk meningkatkan efikasi sendiri, guru hendaklah mengikuti program latihan dalam perkhidmatan seperti komuniti pembelajaran profesional (PLC). Namun begitu, kajian lalu di Iraq gagal menemui dapatan yang menunjukkan PLC mempengaruhi efikasi sendiri dan kepuasan kerja guru, serta efikasi sendiri guru sebagai mediator kepada hubungan antara PLC dengan kepuasan kerja guru. Oleh itu, kajian ini dilakukan untuk mengenal pasti hubungan antara komuniti pembelajaran profesional, efikasi sendiri dan kepuasan kerja guru, serta efikasi sendiri guru sebagai mediator kepada hubungan antara komuniti pembelajaran profesional dengan kepuasan kerja guru. Reka bentuk tinjauan dan korelasi digunakan yang melibatkan seramai 265 orang guru pendidikan jasmani daripada empat wilayah di Iraq dipilih secara rawak sebagai responden kajian ini. Sebanyak tiga soal selidik piawai iaitu Pentaksiran Komuniti Pembelajaran Profesional-Semakan (PLCA-R), Skala Efikasi Kendiri Aktiviti Guru Pendidikan Jasmani (PETPAS), dan Kepuasan Kerja Pengajaran (TSS) digunakan untuk mengukur komuniti pembelajaran profesional, efikasi sendiri dan kepuasan kerja guru. Semua soal selidik diterjemahkan ke bahasa Arab dengan menggunakan kaedah terjemahan balik. Ujian rintis menunjukkan semua alat ukur versi terjemahan mempunyai tahap kebolehpercayaan yang tinggi. Korelasi Pearson dan regresi pelbagai telah digunakan menguji hipotesis kajian. Keputusan kajian mendapati komuniti pembelajaran profesional berkorelasi secara positif dengan efikasi sendiri dan kepuasan kerja guru. Kajian juga mendapati efikasi sendiri guru adalah pengantara yang signifikan kepada hubungan antara komuniti pembelajaran profesional dengan kepuasan kerja guru. Kajian ini telah menyumbang kepada perkembangan teori kepuasan kerja guru, efikasi sendiri guru, dan PLC dalam konteks sektor pendidikan di Iraq. Kajian ini mencadangkan untuk meningkatkan kepuasan kerja guru, efikasi sendiri guru hendaklah dipertingkatkan dan untuk mempertingkatkan efikasi sendiri guru, komuniti pembelajaran profesional hendaklah dijalankan dengan tekal.

Kata kunci: Komuniti pembelajaran profesional, Efikasi sendiri guru, Kepuasan kerja, Guru pendidikan jasmani.

Abstract

The job satisfaction theory makes proposition that job satisfaction is the result of a person's success in performing the job, while the self-efficacy theory asserts that the success of a person in performing his duties is due to the high level of efficacy, and to increase the level of self-efficacy, teachers need to attend in-service training such as professional learning community (PLC) programme. However, past studies in Iraq failed to show that PLC is affected teachers' self-efficacy and job satisfaction, as well as teachers' self-efficacy as mediators for the relationship between PLC and teachers' job satisfaction. Therefore, this study was conducted to determine the relationship between PLC, teachers' self-efficacy and job satisfaction, and self-efficacy as mediator for the relationship between PLC and job satisfaction. A survey and correlational design was utilized involving 265 physical education teachers from four Iraq provinces selected randomly as respondents in this study. Three standardized questionnaires namely, Professional Learning Communities Assessment-Revised (PLCA-R), Physical Education Teachers' Physical Activity Self-Efficacy Scale (PETPAS), and Teaching Satisfaction Scale (TSS) were used to measure PLC, teachers' self-efficacy, and job satisfaction. All questionnaires were translated into Arabic language using back-translation method. Pilot study showed that the translated version of questionnaires was highly reliable. Pearson correlation and multiple regressions were used to test the hypotheses of the study. Result revealed that PLC was positively related with self-efficacy and job satisfaction. The study also found that self-efficacy was a significant mediator for relationship between PLC and job satisfaction. This study has contributed to the development of job satisfaction, teachers' self-efficacy, and PLC theories in the context of education sector in Iraq. This study recommends that in order to increase teachers' job satisfaction, teachers' self-efficacy need to heighten, and to increase the level of teachers' self-efficacy, PLC need to be conducted consistently.

Keywords: Professional learning community, Teachers' self-efficacy, Job satisfaction, Physical education teachers.

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List of Abbreviations

PLC Professional Learning Community

PE Physical Education

PA Physical Activity



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Iraq, since the Mesopotamian government, has been well-known as a country of great civilization because of the existence of a sound educational system (Mhadi, 2000). In those eras the government pays special attention to education system because education will generate civilization. But because of constant warfare in Iraq has led to the fall of a civilization and resulted in the destruction of the education system (Al-Haderai, 2015; Ranjan & Jain, 2009). Apart from that the schools established in Ottoman era was restrict to small group of wealthy elite, whilst the poor people study in Kutab. Al-Kutab teaches individuals only on reading and writing (Mhadi, 2000). During this period, physical education (PE) has not yet become a subject in schools. Only in 1924 physical education (PE) was introduced as a subject in Iraqis' schools, and later in 1935 physical education (PE) curriculum was established (Klial, 2010). However, physical education subjects were not assessed for their effectiveness and to make it worse, the PE classes was conducted by non-qualified teachers (Klial, 2010). In the year 1954, the higher education institutions were given responsibility to train physical education teachers and later in 1979 the specialization course for PE teachers was introduced (Al-Rawy, 1997; Klial, 2010).

Unfortunately, Iraq-Iran war in 1980-1988 and followed by Gulf War, and later the economic sanctions in 1990s have caused the Iraq country to become poor and

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Appendix A

Dear valued physical education teachers,

I am currently working on my thesis titled: The relationships between professional learning community, teachers' self-efficacy and teachers' job satisfaction amongst teachers in physical education in Iraq.

In order to achieve the objectives of the study, I am very grateful if you would participate voluntarily in this study by responding to the attached questionnaires. In responding to items of the questionnaires, I wish to draw your attention that there is no wrong or right answer, hence your answer would only reflect your opinions or perception regarding the issues been itemized in the questionnaires.

Your honest response is very much appreciated.

Thank you.

Section A: Respondents Background

Please fill in the blank space or tick the appropriate box to show your background.

1. Age: years

2.

3. Gender:

3.1 Male..... []

3.2 Female []

4. Qualification:

3.1 Bachelor's Degree []

3.2 Master's Degree []

3.3 Doctor of Philosophy []

بسم الله الرحمن الرحيم

يروم الباحث اجراء دراسة دكتوراه بعنوان

علاقة المجتمع التعاوني المهني بين المدرسين بالكفاءة الذاتية للتدريسين ومستوى الرضا الوظيفي لدى مدرسي التربية الرياضية في العراق

وللتدريسين الحرية المطلق في المشاركة او عدمها علما ان هذا الاستمارة لا تحمل اسم المشترك ونقدر مشاركته مقدما في هذه الدراسة

عزيز التدريسي سوف يتم ايصال الاستبانة لكم عن طريق المشرف الخاص , وتكون الاستمارة في ظرف مفتوح وبعد اكمالك للاجابات يرجى اعادتها بنفس الظرف والتأكد من الصاقه واعادتها للمشرف والذي بدوره سيسلمها للباحث

ان الاستمارة التالية تحتوي على عدد من الفقرة التي تعكس مدى ادراك المدرس لمتغيرات الدراسة واود ان الفت انتابهم انه لا توجد اجابة صحيحة وخاطئة فالاجابة تعكس مدى ادراككم لمحتوى الفقرة . وادناه مثل يوضح كيفية وضع الاشارة في الخانة الصحيحة

العبارات	ارفض بشدة	ارفض	لا اقبل ولا ارفض	اوافق	اوافق بشدة
توفير التكنولوجيا المناسبة والأدوات التعليمية متوفرة للتدريسين				✓	

المعلومات الشخصية

العمر----- سنة

الجنس-

ذكر () , انثى ()

التحصيل الدراسي-

البكلوريوس () , الماجستير () , الدكتوراه ()

Section B, C, and D:

Instruction to respondents:

In order to give a response to the items of the questionnaires in Section B, C and D, the respondents are needed to put a check mark (/) in appropriate box to show the respondents agreement related to statements/items given as illustrated in the table below.

Item	SD = Strong Disagree	D = Disagree	U = Undecided	A = Agree	SA = Strong Agree
The principal incorporates advice from staff members to make decisions.		√			

Section B: Professional Learning Community Assessment-Revised (PLCA-R)

STATEMENTS		SCALE				
Shared and Supportive Leadership		SD	D	U	A	SA
1	My school principal consistently involves school staff in discussing to make decisions about school issues.					
2	The principal uses staff members' ideas to make decisions.					
3	My school principal allows Staff members to access key information about school					
4	My school principal is proactive and addresses areas where support is needed					
5	My school principal encourages staff members to initiate change.					
6	My school principal shares responsibility for innovative actions.					
7	My school principal shares power and authority with staff.					
8	My school principal appoints staff members with leadership responsibility.					
9	My school principal utilizes committees across grade and subject areas.in making					

	decision.					
10	My school principal assumes shared responsibility and accountability for student learning.					
11	My school principal insists staff members to use multiple sources of data to make decisions about teaching and learning.					
	Shared Values and Vision	SD	S	U	A	SA
12	A collaborative process exists for developing a shared sense of values among staff.					
13	Shared values support norms of behavior that guide decisions about teaching and learning.					
14	Staff members share visions for school improvement that have undeviating focus on student learning					
15	Decisions are made in alignment with the schools values and vision.					
16	A collaborative process exists for developing a shared vision among staff.					
17	School goals focus on student learning beyond test scores and grades.					
18	Policies and programs are aligned to the schools vision.					
19	Stakeholders are actively involved in creating high expectations that serve to increase student achievement.					
20	Data are used to prioritize actions to reach a shared vision.					
	Collective Learning and Application	SD	A	U	S	SA
21	Staff members work together to seek knowledge, skills and strategies and apply this new learning to their work.					
22	Collegial relationships exist among staff members that reflect commitment to school improvement efforts.					
23	Staff members plan and work together to search for solutions to address diverse student needs.					
24	A variety of opportunities and structures exist for collective learning through open dialogue.					
25	Staff members engage in dialogue that reflects a respect for diverse ideas that					

	lead to continued inquiry.					
26	Professional development focuses on teaching and learning.					
27	School staff members and stakeholders learn together and apply new knowledge to solve problems.					
28	School staff members are committed to programs that enhance learning.					
29	Staff members collaboratively analyze multiple sources of data to assess the effectiveness of instructional practices.					
30	Staff members collaboratively analyze student work to improve teaching and learning.					
	Shared Personal Practice	SD	A	U	S	SA
31	Opportunities exist for staff members to observe peers and offer encouragement.					
32	Staff members provide feedback to peers related to instructional practices.					
33	Staff members informally share ideas and suggestions for improving student learning.					
34	Staff members collaboratively review student work to share and improve instructional practices.					
35	Opportunities exist for coaching and mentoring.					
36	Individuals and teams have the opportunity to apply learning and share the results of their practices.					
37	Staff members regularly share student work to guide overall school improvement.					
	Supportive Conditions – Relationships	SD	A	U	S	SA
38	Caring relationships exist among staff and students that are built on trust and respect.					
39	A culture of trust and respect exists for taking risks.					
40	Outstanding achievement is recognized and celebrated regularly in our school.					
41	School staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.					
42	Relationships among staff members support honest and respectful					

	examination of data to enhance teaching and learning.					
	Supportive Conditions – Structures	SD	A	U	S	SA
43	Time is provided to facilitate collaborative work.					
44	The school schedule promotes collective learning and shared practice.					
45	Fiscal resources are available for professional development.					
46	Appropriate technology and instructional materials are available to staff.					
47	Resource people provide expertise and support for continuous learning.					
48	The school facility is clean, attractive and inviting.					
49	The proximity of grade level and department personnel allows for ease in collaborating with colleagues.					
50	Communication systems promote a flow of information among staff members.					
51	Communication systems promote a flow of information across the entire school community including: central office personnel, parents, and community members.					

Arabic Version of Professional Learning Community Assessment - Revised (PLCA-R)

تسلسل	العبارات	ارفض بشده	ارفض	لا ارفض و لا اوافق	أوافق	أوافق بشده
1-	مدر مدرستي يشرك كادر المدرسة بمناقشة حول قضايا المدرسة لاتخذ القرارات بشأنها					
2	يعتمد مدير مدرستنا على اراء المدرسين في صياغة قرارة المدرسة					
3	مدير المدرسة يجعل معلومات المدرسة امام المعلمين					
4	يتحلى المدير بروح المبادرة وتقديم الدعم للمدرسين عن الحاجة					
5	يعطي مدير المدرسة الفرص للتدريسين للمبادره					
6	يشارك مدير مدرستنا التدريسين المسؤولية والابتكار					
7	يشرك مدير المدرسة التدريسين في السلطة					
8	يحدد مدير المدرسة اشخاص من المدرسة لتحمل المسؤولية معه					
9	يتم التوصل للقرارات من خلال مناقشة من خلال لجان خاصة داخل المدرسة يرفع فيه اختصاص التدريسين بالموضوع المطروح للمناقشة					
10	مشاركة المسؤولية والمحاسبة حول عدم تعلم الطلبة لا تحتاج إلى صلاحيات خاصة تمنح للمدرسين					
11	يؤكد مدير المدرسة على التدريسين ضرورة استخدام مصادر متعددة للتعليم واتخاذ القرارات داخل المدرسة					
12	العمل الجماعي داخل المدرسة ينمي الإحساس بالقيم العليا للتعليم بين المدرسين					
13	مشاركة القيم والمعايير السلوكية الموجه للتدريس والتعليم بين تدريسين					
14	يتشارك التدريسين والعاملون في مجال التعليم القرارات حول تطوير المدرسة وتعليم التلاميذ					
15	القرارات داخل المدرسة تنسجم مع الرؤى والقيم التي يؤمن بها التدريسين					
16	الجهود الجماعية داخل المدرسة تزيد من مشاركة الرؤى داخل المدرسة					
17	بعد التعرف على نتائج اختبارات الطلبة يتم التركيز على تعلم التلاميذ					
18	منهجية قرارات السياسة التعليمية تنسجم مع رؤى التدريسين					

				أصحاب المهن التعليمية يشاركون بفاعلية في بناء رؤى تساهم في رفع مستوى التعلم	19
				تستخدم البيانات الأولية في المدرسة لغرض ترتيب الأولويات للوصول إلى رؤية مشتركة	20
				يعمل المدرسون والموظفون في مجال التعليم بشكل جماعي للبحث عن المعارف والمهارات والإستراتيجيات وتطبيقاتها في مجال التعليم	21
				العلاقات الاجتماعية بين المدرسين والموظفين في مجال التعليم تزيد من التزامهم لبذل المزيد من الجهود وتطوير التعليم	22
				الكادر التدريسي يعمل بشكل جماعي لإيجاد حلول للمشاكل ومعالجة حاجات الطلبة المتنوعة	23
				يتح النقاش القائم الصريح بين المدرسين المزيد من فرص النقاش بين التدريسيين المزيد من فرص التطور للمدرسين	24
				اشترك المدرسيين في النقاش واحترام الآراء المتنوعة المطروحة يفسح المجال واسع للاستفسار من قبل التدريسيين	25
				التدريسيين والمختصين يعملون بشكل جماعي لكي يتعلموا ويطبّقوا المعارف الجديدة لمشكلات	26
				التطوير المهني يركز على تطوير التدريس و التعليم	27
				كادر المدرسة ملتزم بتنفيذ برامج تحسين التعليم	28
				يعمل التدريسيين بشكل جماعي على تحليل مصادر البيانات المتعددة لتقييم تطبيق البرامج التعليمية داخل المدرسة	29
				يعمل كادر المدرسة بشكل جماعي على دراسة وتحليل انجازات الطلبة لوجباتهم لتطوير التدريس والتعليم	30
				الفرص متاحة للمدرسين لمشاهدة أداء زملائهم داخل صفوف الدراسة وتقديم التشجيع لهم	31
				الزملاء في المدرسة يقدمون التصحيحات الضرورية للأداء المدرس	32
				يشارك المدرسون بشكل غير رسمي الأفكار والمقترحات لتطوير تعلم التلاميذ	33
				يعمل المدرسون بشكل جماعي داخل المدرسة لمراقبة أداء التلاميذ والمشاركة في تحسين تطبيق مناهج التعليم	34
				توفير الفرص للتدريسيين لغرض التدريب ومراقبة أداء زملائهم	35
				توفير الفرص للمدرسين لتطبيق الخبرات التعليمية ومشاركتهم في الاطلاع على نتائج تلك التطبيقات	36

					مراجعة أداء الطلاب ونتائجهم بشكل دوري بشكل دوري لتطوير أداء المدرسة للارتقاء بطلاب	37
					العلاقات الموجودة بين التدريسيين والطلاب قائمة على أساس الاحترام والثقة ولاهتمام	38
					الاحترام والثقة في بيئة المدرسة ساعد على أبعاد عناصر المشاكل الصعبة من المدرسة	39
					الاداءات المميزه يتم الاعتراف بها والثناء عليه داخل المدرسة بشكل منتظم	40
					التدريسيين والمختصين يقدمون جهود دائمة وموحدة لترسيخ التغيير في ثقافة المدرسة نحو العمل الجماعي	41
					علاقة الصراحة والاحترام الموجودة داخل المدرسة تؤدي إلى فحص البيانات بشكل صحيح لتطوير التعليم والتدريس	42
					ينظم الوقت داخل المدرسة ليسهل عمل المدرسين بشكل جماعي	43
					الجدول منظم بطريقة يسمح للمدرسين بمراقبة أداء أقرانهم ومشاركتهم في تطوير التعليم	44
					المصادر المادية متاحة لتطوير الجانب المهني للتدريسيين	45
					توفير التكنولوجيا المناسبة والأدوات التعليمية متوفرة للتدريسيين	46
					الموارد البشرية تزود المدرسين بالخبرات والدعم اللازم لاستمرار العمل التعليمي	48
					الأبنية والتجهيزات متوفرة وجذابة ومحفزة للاستخدام	49
					التقارب في المستوى العملي والانسجام داخل المدارس يشجع التدريسيين على التعاون بالعمل	50
					وجود نظم التواصل باستخدام التكنولوجيا يطور من عملية إيصال المعلومات للتدريسيين	51
					وجود نظام اتصالات متطور سهل وصول المعلومات إلى كافة التدريسيين والموظفين وأولياء أمور الطلبة والمسؤولين عن العملية التعليمية	52
					البيانات دائما منظمة ومتاحة وسهل الوصول إليها من قبل أعضاء الهيئة التدريسية	53

Section C: Physical Education Teachers' Physical Activity Self-Efficacy Scale (PETPAS)

Statement		SD	S	U	A	SA
STUDENT						
1	My students do not enjoy spending large amounts of class time being physically active.*					
2	My students are not concerned with being physically active.					
3	My students do not highly value physical education					
4	My students do not enjoy being physically active during my classes.					
Space						
5	My activity space is used for other purposes					
6	I have too many students in my physical education classes					
7	I do not have enough space for all of the students in my physical education classes.					
8	More than one class shares the gymnasium (activity facility)					
Time						
9	My class sessions are too short in duration.					
10	My physical education classes do not meet enough times per week.					
11	I have too little contact time with my students.					
12	I do not have enough time in the semester					
Institution						
13	Other teachers at my school do not highly value physical education.					
14	My principal or athletic director does not provide adequate support for Physical education.					
15	I do not have enough equipment for all my students to be active at once					
16	Administrators frequently cancel my class.					

Arabic Version of Physical Education Teachers' Physical Activity Self-Efficacy Scale (PETPAS)

تسلسل	العبارة	ارفض بشده	ارفض	لا ارفض و لا اوافق	أوافق	أوافق بشده
1	الطلاب لا يشعرون بالسعادة عندما يمشون اغلب وقت الدرس بممارسة الأنشطة الحركية					
2	الطلاب غير مهتمين بممارسة الأنشطة الحركية					
3	الطلاب لا يجدون قيمة كبيرة في ممارسة الأنشطة الحركية					
4	الطلاب لا يكونون سعيدا خلال وجودهم بدرس التربية الرياضية					
5	ساحات المدرسة تستخدم لأغراض أخرى غير الأنشطة الحركية					
6	عدد الطلاب كبير جدا					
7	لا توجد مساحة كافية للممارسة أنشطة درس التربية الرياضية					
8	يشترك أكثر من طالب على نفس الجهاز في درس التربية الرياضية					
9	وقت دس التربية الرياضية قصير جدا					
10	الوقت المخصص لدرس التربية الرياضية أسبوعيا غير كافي					
11	وقت اتصال التدريسي بالطالبة قصير جدا					
12	الوقت المخصص لممارسة الأنشطة الحركية لا يرتقي للمستوى المطلوب الأنشطة الحركية المطلوب تنفيذها خلال الفصل الدراسي					
13	مدرسي المواد الأخرى في المدرسة لا يعطون أهمية كبيرة لدرس التربية الرياضية					
14	مدير المدرسة والمشرفين لا يقدمون الدعم الكافي لدرس التربية الرياضية					
15	لا توجد أجهزه تتناسب مع عدد الطلبة ليؤدون النشاط الحركي في نفس الوقت					
16	الإدارة تلغي درس التربية الرياضية بشكل متكرر					

Section D: Teaching Satisfaction Scale (TSS)

Statement	SD	S	U	A	SA
1 In most ways, being a teacher is close to my ideal.					
2 My conditions of being a teacher are excellent.					
3 I am satisfied with being a teacher.					
4 So far I have gotten the important things I want to be a teacher.					
5 If I could choose my career over, I would change almost nothing.					

Arabic Version of Teaching Satisfaction Scale (TSS)

التسلسل سل	العبارات	ارفض بشده	ارفض بعض الشيء	لا أوافق ولا ارفض	أوافق بعض الشيء	أوافق بشده
1	إن أكون مدرس قريبة إلى أفكاري					
2	ظروفي كندريسي ممتازة					
3	إننا راضي عن نفسي كوني تدريسي					
4	لحد الآن أهم شيء رغبته وحصلت عليه هو عملي كمدرس					
5	لو أتيت لي فرصة لتغيير عملي مرة أخرى سوف لا أغير شيء تقريبا					